



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2550 N. 79th Avenue, Phoenix, AZ 85035

Cartwright Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing  
2004-05 Performing Plus  
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Tracy Faulkner  
Schedule : 07:30 AM to 04:00 PM  
Grades : K-5  
Web Address : [www.cartwright.k12.az.us](http://www.cartwright.k12.az.us)  
Phone Number : (623) 691-3100  
Fax Number : (623) 691-3120  
E-mail : [tfaulkner@pena.cartwright.k12.az.us](mailto:tfaulkner@pena.cartwright.k12.az.us)

### Mission

The Pena staff will ensure a high level of academic achievement for all students by providing challenging, standards-based curricula, implementing appropriate assessments and using researched-based resources.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 N/A

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Manuel Pena Jr. Elementary School will provide all students with a solid academic foundation emphasizing reading, writing and mathematics.
- ü Manuel Pena Jr. Elementary School will ensure a high level of academic achievement for all students by providing challenging, standards-based curricula, appropriate assessments and using researched-based resources.

### Enrollment

October 1, 2005 School Year Student Enrollment : 902  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 27

## Instructional Programs

- Ü Standards-based Curricula/Instruction
- Ü Gifted Education
- Ü English Immersion
- Ü On-site Special Education

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

## Shared Responsibilities

### School

Pena has the responsibility of providing a safe and orderly environment, positive school climate, and high academic standards. Methods of communication may include the mission statement, family handbook, newsletters, grade reports and conferences.

### Parents

Parents are responsible for school attendance and providing money for meals or completing applications for federal meal programs. Parents need to work in partnership with the school on appropriate student behavior and academic achievement.

## Transportation Policy

Transportation is provided for students living at a greater distance than one mile; areas with unique safety situations; students with special transportation needs; and students participating in field trips and interscholastic sports.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Odyssey of the Mind West Region 2nd Place	2005
Ü Odyssey of the Mind West Region 3rd Place	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	171	2329	80010	100	100	99	442	431	447	11	15	10	23	26	18	49	51	53	17	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	86	1172	38935	99	99	99	441	432	447	8	13	9	26	27	19	53	53	55	13	8	17
Male	83	1150	40974	100	100	98	444	430	448	13	17	11	22	25	18	43	49	52	22	9	19
African American	NC	87	4201	NC	96	99	NC	424	430	NC	21	17	NC	26	23	NC	47	51	NC	6	9
Hispanic	150	2074	34545	100	100	99	439	430	432	11	15	14	25	26	24	50	51	53	14	8	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	446	474	NC	7	4	NC	33	10	NC	40	50	NC	20	36
American Indian/Alaskan Native	NC	25	3979	NC	100	96	NC	420	424	NC	20	17	NC	40	30	NC	32	47	NC	8	6
White	14	128	35142	93	97	99	470	450	465	14	10	5	NA	20	11	43	51	56	43	20	28
Students with Disabilities	17	283	10161	100	99	93	407	399	419	29	40	28	41	36	28	24	22	36	6	3	8
Students without Disabilities	154	2046	69849	100	100	100	446	435	451	8	11	7	21	25	17	52	55	56	18	9	19
Limited English Proficient Students	68	964	14013	100	100	97	417	410	413	16	25	24	38	36	34	43	36	39	3	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	117	1802	39029	99	99	98	431	430	432	14	15	14	26	27	25	51	51	52	9	7	9
Non-Economically Disadvantaged	54	527	40981	100	100	100	466	435	462	4	15	6	19	24	13	44	49	54	33	12	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	172	2279	79438	100	98	98	435	427	451	18	20	9	28	32	24	44	44	56	10	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	1157	38775	100	98	99	442	432	457	14	16	7	31	31	22	44	48	58	11	4	13
Male	83	1115	40560	100	97	97	429	422	446	23	23	12	25	33	25	43	40	54	8	3	9
African American	NC	87	4178	NC	96	98	NC	427	439	NC	20	13	NC	33	29	NC	46	52	NC	1	6
Hispanic	150	2029	34297	100	98	98	432	426	434	19	20	14	30	33	31	41	44	50	9	3	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	436	475	NC	20	3	NC	20	15	NC	60	63	NC	NA	20
American Indian/Alaskan Native	NC	25	3940	NC	100	95	NC	416	429	NC	32	14	NC	28	36	NC	40	47	NC	NA	3
White	14	123	34887	93	93	98	470	453	471	14	12	4	7	23	15	57	49	63	21	16	18
Students with Disabilities	17	239	9588	100	84	88	365	383	416	76	56	30	18	28	32	6	14	34	NA	2	5
Students without Disabilities	155	2040	69850	100	100	100	443	432	456	12	15	7	30	33	23	48	48	59	11	4	12
Limited English Proficient Students	68	931	13856	100	97	96	403	398	407	34	35	27	38	44	43	26	20	29	1	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	118	1760	38685	100	96	97	425	426	435	22	20	14	30	33	32	42	44	50	6	3	5
Non-Economically Disadvantaged	54	519	40753	100	100	99	458	432	467	9	18	5	26	30	16	46	46	62	19	6	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	172	2329	79971	100	100	99	408	397	423	12	14	8	44	51	41	42	35	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	1176	38974	100	100	99	420	409	437	8	10	5	43	46	33	48	43	57	1	1	4
Male	83	1147	40895	100	100	98	395	384	410	17	17	10	46	57	47	36	26	41	1	0	2
African American	NC	89	4203	NC	98	99	NC	393	411	NC	12	11	NC	55	45	NC	31	43	NC	1	2
Hispanic	150	2072	34481	100	100	99	404	396	410	13	14	10	45	51	46	41	35	43	1	1	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	416	449	NC	NA	4	NC	67	28	NC	33	60	NC	NA	8
American Indian/Alaskan Native	NC	25	3995	NC	100	96	NC	398	409	NC	8	10	NC	68	47	NC	24	42	NC	NA	1
White	14	128	35150	93	97	99	426	411	437	7	8	5	50	55	35	43	37	56	NA	1	5
Students with Disabilities	17	288	10258	100	100	94	330	328	377	47	44	23	47	46	51	6	10	25	NA	0	1
Students without Disabilities	155	2041	69713	100	100	100	417	406	429	8	9	5	44	52	39	46	38	52	1	1	3
Limited English Proficient Students	68	964	13985	100	100	97	366	366	382	22	24	18	60	58	54	18	19	27	NA	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	118	1805	38994	100	99	98	403	398	409	14	13	10	47	52	47	37	34	41	1	1	1
Non-Economically Disadvantaged	54	524	40977	100	100	100	419	393	437	7	16	5	37	48	34	54	36	56	2	0	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	151	2306	80147	100	99	99	479	461	482	13	18	11	24	24	17	41	47	49	22	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1105	39281	98	99	99	485	462	483	6	17	9	24	24	17	50	48	50	19	11	24
Male	89	1195	40780	100	99	98	475	461	482	18	18	12	24	24	17	35	46	48	24	12	24
African American	NC	81	4249	NC	99	99	NC	446	464	NC	31	17	NC	23	22	NC	40	48	NC	6	13
Hispanic	126	2028	33494	100	99	99	476	460	466	15	18	15	24	25	23	40	47	49	21	11	14
Asian/Pacific Islander	NC	14	2103	NC	100	99	NC	508	515	NC	NA	4	NC	7	8	NC	71	44	NC	21	45
American Indian/Alaskan Native	NC	19	4117	NC	100	96	NC	451	456	NC	26	19	NC	21	27	NC	37	46	NC	16	8
White	14	164	36122	100	99	99	495	477	501	7	12	5	14	18	10	50	51	50	29	20	35
Students with Disabilities	NC	319	10295	NC	97	92	NC	423	443	NC	50	33	NC	28	26	NC	21	33	NC	2	8
Students without Disabilities	145	1987	69852	100	100	100	481	467	488	12	12	7	24	23	16	41	51	51	23	13	26
Limited English Proficient Students	51	884	12722	100	97	97	439	436	441	27	31	27	43	34	33	27	32	37	2	2	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	95	1814	38371	99	98	97	469	460	465	15	18	15	27	25	23	43	47	49	15	11	13
Non-Economically Disadvantaged	56	492	41776	100	100	100	496	468	498	11	17	6	18	20	11	38	48	49	34	15	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	151	2296	79686	100	99	98	456	445	470	19	20	11	30	35	24	44	43	57	7	2	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1102	39163	98	99	99	463	450	475	6	15	9	39	37	22	50	45	60	5	3	10
Male	89	1188	40438	100	99	97	452	440	465	27	25	13	25	33	25	39	40	54	9	2	7
African American	NC	80	4228	NC	98	98	NC	441	458	NC	21	15	NC	38	28	NC	40	53	NC	1	4
Hispanic	126	2023	33299	100	99	98	452	444	452	20	21	17	33	36	32	41	41	47	6	2	3
Asian/Pacific Islander	NC	14	2097	NC	100	99	NC	477	490	NC	7	5	NC	14	13	NC	71	68	NC	7	14
American Indian/Alaskan Native	NC	19	4087	NC	100	96	NC	439	446	NC	26	16	NC	26	38	NC	47	44	NC	NA	2
White	14	160	35914	100	97	98	481	465	489	7	13	5	29	24	15	50	58	67	14	6	14
Students with Disabilities	NC	289	9808	NC	88	87	NC	410	432	NC	51	35	NC	33	32	NC	16	30	NC	0	3
Students without Disabilities	145	2007	69878	100	100	100	459	450	475	16	16	8	31	35	23	46	46	61	8	2	9
Limited English Proficient Students	51	885	12594	100	97	96	412	416	422	43	39	34	45	47	45	12	14	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	95	1805	38095	99	97	97	446	443	452	21	21	17	35	36	32	40	42	48	4	2	3
Non-Economically Disadvantaged	56	491	41591	100	100	99	474	452	486	14	19	6	23	30	16	50	46	65	13	4	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	150	2331	80372	99	100	99	456	450	475	9	8	4	37	45	30	52	47	64	2	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	1118	39452	98	100	99	475	465	488	5	5	3	26	36	22	68	58	72	2	1	3
Male	88	1207	40836	100	100	98	442	436	464	11	11	6	45	53	37	41	36	56	2	0	1
African American	NC	82	4264	NC	100	99	NC	447	465	NC	10	5	NC	51	35	NC	39	59	NC	NA	1
Hispanic	125	2051	33608	100	100	99	454	449	462	9	8	6	36	44	36	54	47	57	2	0	1
Asian/Pacific Islander	NC	14	2098	NC	100	99	NC	491	500	NC	NA	2	NC	29	16	NC	64	75	NC	7	7
American Indian/Alaskan Native	NC	20	4128	NC	100	97	NC	445	464	NC	15	4	NC	45	39	NC	40	56	NC	NA	1
White	14	164	36213	100	99	99	450	454	489	14	8	2	36	49	22	50	42	72	NA	1	3
Students with Disabilities	NC	329	10526	NC	100	94	NC	397	427	NC	26	15	NC	58	53	NC	15	31	NC	0	1
Students without Disabilities	144	2002	69846	99	100	100	461	458	482	6	5	3	38	42	26	54	52	69	2	0	2
Limited English Proficient Students	50	907	12747	100	100	97	412	419	432	18	15	12	58	62	52	24	23	36	NA	NA	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	94	1840	38521	98	99	98	452	449	461	6	8	6	44	46	38	50	46	55	NA	0	1
Non-Economically Disadvantaged	56	491	41851	100	100	100	461	451	489	13	10	3	27	40	22	55	49	72	5	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	155	2249	79306	100	100	99	503	487	504	16	20	13	18	24	20	46	46	49	19	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1112	38845	97	100	99	496	486	505	22	19	11	15	25	20	49	47	50	13	9	18
Male	88	1134	40383	100	100	98	508	487	504	11	20	14	20	24	19	44	46	47	24	10	19
African American	NC	102	4171	NC	100	98	NC	475	485	NC	29	20	NC	25	26	NC	41	44	NC	5	10
Hispanic	126	1952	32673	99	100	99	501	486	487	17	20	18	18	25	25	44	46	46	21	10	10
Asian/Pacific Islander	NC	13	2147	NC	100	99	NC	524	539	NC	8	5	NC	NA	10	NC	69	46	NC	23	40
American Indian/Alaskan Native	NC	21	4034	NC	100	97	NC	481	479	NC	38	22	NC	14	29	NC	43	43	NC	5	7
White	18	159	36234	100	100	99	519	497	523	6	13	6	11	21	13	67	56	52	17	10	28
Students with Disabilities	15	300	10286	100	100	91	448	447	462	60	51	41	27	31	27	13	17	27	NA	1	5
Students without Disabilities	140	1949	69020	100	100	100	509	492	510	11	15	9	17	23	18	50	51	52	21	11	21
Limited English Proficient Students	30	667	10291	97	100	96	451	456	458	47	39	38	37	34	34	13	25	26	3	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	104	1730	37437	99	98	97	494	485	486	16	20	19	22	24	26	49	46	46	13	9	9
Non-Economically Disadvantaged	51	519	41869	100	100	100	521	493	521	16	17	7	10	24	14	41	46	51	33	12	27

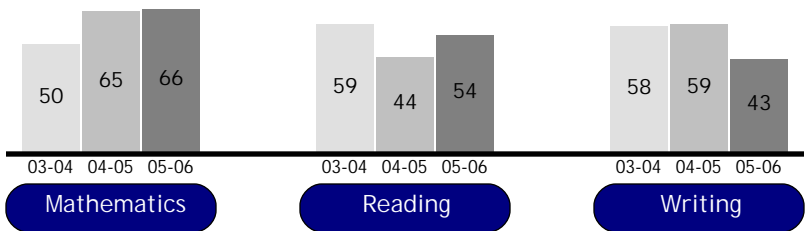
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	155	2221	79000	100	99	98	486	468	489	18	16	10	21	35	24	51	47	58	10	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1101	38774	97	100	99	485	471	494	18	13	7	15	35	22	63	49	61	4	3	10
Male	88	1118	40150	100	99	98	486	466	485	18	19	12	25	35	25	42	44	55	15	3	8
African American	NC	101	4153	NC	99	98	NC	467	476	NC	15	13	NC	41	30	NC	43	53	NC	2	4
Hispanic	126	1926	32508	99	99	98	482	467	472	21	16	15	21	36	33	48	46	49	11	2	3
Asian/Pacific Islander	NC	13	2142	NC	100	99	NC	496	510	NC	8	4	NC	15	14	NC	62	67	NC	15	16
American Indian/Alaskan Native	NC	21	4016	NC	100	96	NC	466	467	NC	29	14	NC	19	37	NC	52	46	NC	NA	2
White	18	158	36135	100	100	98	510	483	508	6	13	4	11	27	14	72	55	67	11	6	15
Students with Disabilities	15	273	9991	100	91	88	435	429	449	47	48	33	40	40	36	13	12	29	NA	NA	2
Students without Disabilities	140	1948	69009	100	100	100	491	473	495	15	11	6	19	34	22	55	51	62	11	3	10
Limited English Proficient Students	30	647	10199	97	97	95	419	436	439	67	37	35	30	50	47	3	13	18	NA	0	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	104	1704	37234	99	97	97	478	466	472	19	17	15	26	36	33	49	45	50	6	2	3
Non-Economically Disadvantaged	51	517	41766	100	100	99	501	475	505	16	14	5	10	31	16	55	50	65	20	5	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	154	2258	79611	99	100	99	487	469	496	11	12	7	40	52	37	49	36	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1115	39016	96	100	99	504	482	511	6	8	4	35	48	29	59	44	66	NA	NA	1
Male	88	1141	40519	100	100	98	474	456	482	15	16	10	44	57	44	41	27	46	NA	0	0
African American	NC	102	4188	NC	100	98	NC	469	486	NC	16	9	NC	42	40	NC	42	50	NC	NA	0
Hispanic	125	1961	32855	98	100	99	486	469	481	10	12	10	41	53	43	49	35	47	NA	0	0
Asian/Pacific Islander	NC	13	2149	NC	100	100	NC	477	519	NC	8	4	NC	46	24	NC	46	70	NC	NA	2
American Indian/Alaskan Native	NC	21	3992	NC	100	96	NC	454	478	NC	19	10	NC	52	46	NC	29	44	NC	NA	0
White	18	159	36380	100	100	99	498	475	511	11	11	4	33	52	30	56	37	65	NA	NA	1
Students with Disabilities	15	307	10664	100	100	94	414	418	440	33	32	23	53	58	54	13	9	22	NA	0	1
Students without Disabilities	139	1951	68947	99	100	100	495	476	504	9	9	4	39	51	34	53	40	61	NA	NA	1
Limited English Proficient Students	29	670	10362	94	100	97	408	422	438	38	28	22	59	61	57	3	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	104	1741	37626	99	99	98	485	468	479	9	12	10	46	54	45	45	35	45	NA	0	0
Non-Economically Disadvantaged	50	517	41985	100	100	100	490	472	511	16	13	4	28	48	30	56	39	65	NA	NA	1

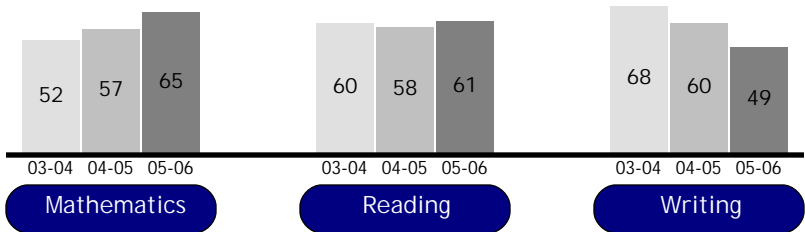
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	98	22	NA	58	98	32	30	47	100	20	24	46
	Language	100	16	28	50	98	35	34	47	100	25	28	48
	Mathematics	100	20	37	64	98	32	34	50	100	30	30	52
3	Reading	100	34	NA	55	98	29	28	44	100	27	24	46
	Language	100	40	40	61	98	30	32	44	100	30	28	46
	Mathematics	100	39	40	61	98	43	43	51	100	46	39	52
4	Reading	100	44	NA	56	98	44	34	48	100	41	34	52
	Language	100	43	34	52	98	46	38	49	100	39	37	52
	Mathematics	100	55	39	61	99	53	42	53	100	52	44	58
5	Reading	97	60	NA	55	99	42	38	50	100	52	37	56
	Language	97	57	36	49	99	45	40	50	100	50	35	54
	Mathematics	96	62	48	63	99	46	43	49	100	54	39	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Manuel Pena Jr. Elementary School

## School Site Council

### Council Composition

2 School Administrator(s)  
 1 Non-certified Employee(s)  
 3 Teacher(s)  
 3 Parent(s)  
 1 Community Member(s)  
 0 Student(s)

### Council Duties

Ü School Improvement  
 Ü Direction of Pena Strategic Plan  
 Ü Direction of Pena Title 1 Plan  
 Ü School Safety  
 Ü Curriculum Development  
 Ü Communication

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	51.66
Other Professional Staff	2.00	Teacher Aide	5.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	6	0	0
4 to 6 years	6	7	0	0
7 to 9 years	0	5	0	0
10 or more years	1	12	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	105
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

Ü Media Center  
 Ü Multipurpose Facility

### Extracurricular Activities

Ü Student Council  
 Ü Odyssey of the Mind  
 Ü After School Intervention  
 Ü Chorus/Band/Strings  
 Ü Gifted Art/Music

### Social Services

Ü Breakfast/Lunch Program  
 Ü Clothing/Food Bank  
 Ü Family Resource Center  
 Ü Adult ESL Classes

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü An after school intervention program is provided to meet the needs of students in grades 2-5 in order to achieve high academic standards. Reading Recovery is provided for the most at-need first graders.
- ü Ongoing staff development in the areas of: Writing Process, Reading, TERC Investigations Math and SEI Strategies. Teachers are supported through literacy and math coaching, as well as a language support specialist.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Pena School is working in partnership with parents, the business community, health organizations and local police agencies to ensure the health and safety of all students and staff.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Tracy Faulkner	(623) 691-3100
Transportation Policy	Henry Meza	(623) 691-4093
Community Resources	Irene Rivera	(623) 691-1981
School Nutrition Programs	Kathy Honaker	(623) 691-3130
Parent Organization	Emily Samaniego	(623) 691-3100
Student Health/Nurse	Barbara Thompson	(623) 691-3115

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.